

Inspiring leaders to  
improve children's lives



# Building and implementing an effective local workforce strategy

## Module 1: linking workforce strategy to local objectives for children's services

August 2010

### Resource

# Preface

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Building and implementing an effective local workforce strategy is a valuable activity a local area can embark on to enable the delivery of its ambitions for children's services. Put simply, it is not "organisations", but the people within them, that make change happen – and workforce strategy is about people.

A workforce strategy summarises how each of the organisations working with children and young people intend to work together to make certain that everyone is excellent in their practice, committed to partnership and collaborative working, respected and valued as a professional and ambitious for every child and young person.

This local workforce strategy guide has been developed jointly by the National College for Leadership of Schools and Children's Services (National College), the Children's Workforce Development Council (CWDC) and the Training and Development Agency for Schools (TDA), working collaboratively to improve the support and service we can offer the children's workforce.

This is a practical, "how to" guide designed to provide support and a framework of guiding principles from the start to the end of the process of creating and implementing a local workforce strategy, no matter where the local area is on that journey. The guide has been written for the use of any individual or group whose professional role involves working towards helping children achieve more and securing the best possible results for children and families.<sup>1</sup>

<sup>1</sup> As these materials have been published separately on the CWDC and National College websites there may be minor discrepancies in language between the two versions, although content remains largely consistent.

# Introduction and overview

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A local children and young people's<sup>2</sup> workforce strategy (workforce strategy) is a key document that draws together all that local organisations aim to do to attract, retain, support and develop everyone working with children and young people in their local area.

Building and implementing an effective local workforce strategy is a valuable activity a local area can embark on to enable the delivery of its ambitions for children and young people.

This practical, how to guide is designed to provide support at each stage of creating and implementing a workforce strategy, whether that is:

- **at the start:** trying to understand what a workforce strategy is and its local, regional and national context
- **already underway:** either reviewing or refining a workforce strategy
- **complete:** and ready to be promoted and implemented; or
- **being implemented:** requiring sustained focus and momentum, as well as regular review to ensure it is having the desired impact

There is a slide deck 'building and implementing an effective local workforce strategy' to accompany this how to guide, all slide references refer to this document.

Workforce strategy and other human resources (HR) activities

A workforce strategy, also sometimes known as "HR strategy" or "people strategy", provides the direction and principles which managers and practitioners need to guide decision making and in order to create their own, more detailed, people related plans.

In every agency and service area, and often at department level within them, one would hope to see a number of detailed plans and strategies being regularly developed and reviewed, such as:

- workforce plans<sup>3</sup>
- recruitment, reward and retention plans
- training and development plans (guided by skills and qualifications audits)
- continuous professional development plans
- leadership development plans
- succession plans
- their own workforce or HR strategies

The local workforce strategy does not seek to replace any of these, rather it seeks to be informed by them, respond to them and provide direction to them in an ongoing cycle (slide 4).

<sup>2</sup> Throughout this document children & young people should be read to include their families & carers where appropriate

<sup>3</sup> Workforce planning is sometimes confused with workforce strategy. Workforce planning is focused on estimating an organisation's future staffing requirements and calculating the numbers, nature and sources of potential full time and temporary staff who might meet that demand.

# Background to the guide

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Building and implementing an effective local workforce strategy' has been developed jointly by the **National College**, the **CWDC** and the **TDA**. The immediate focus of activity is support to local areas with workforce strategy and planning to ensure everyone working with children and young people is:

- ambitious for every child and young person
- excellent in their practice
- committed to partnership and integrated working
- respected and valued as a professional

## Priorities

- Understanding the real time workforce issues facing local areas.
- Collaborating to achieve local solutions that encourage sustainable change.
- Working together to ensure best use of resources, shared efficiency and increased effectiveness.

## Roles of development partners

The **National College** works to develop and inspire great leadership across children's centres, schools and children's services so that leaders and their teams can make a real and positive difference to the lives of children and young people. Our four key goals are:

- inspiring new leaders
- great leadership development
- inspiring successful leadership
- shaping future leadership

**CWDC** specialises in the development of the children and young people's workforce. Our immediate focus is on early years, social work, young people's workforce, social care and the integration of leadership and management of children's services in local authorities.

**TDA** focuses on developing the skills of the children's workforce in schools and ensures that schools can recruit good quality, well trained people who will continue to develop and improve their skills to support children's learning and development. We work to secure the supply and quality of the teaching workforce and promote teaching as a career. We also support the modernisation of the children's workforce in schools by helping schools to access the resources they need to remodel their workforce, deploy their staff effectively and introduce extended services.

## Links

National College:	<a href="http://www.nationalcollege.org.uk">www.nationalcollege.org.uk</a>
CWDC:	<a href="http://www.cwdcouncil.org.uk">www.cwdcouncil.org.uk</a>
TDA:	<a href="http://www.tda.gov.uk">www.tda.gov.uk</a>

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## Overriding principles

By following this guide, the organisations involved can be certain that their efforts will result in a local workforce strategy that is not only well thought-out and achievable, but will also follow and promote a set of fundamental overriding principles:

- Involving children and young people, their families and carers in the decisions that affect them.
- Engaging staff from all levels in shaping the children's workforce of the future.
- Including all workforce groups (or sectors) working with children and young people in the process.
- Promoting integrated working and reducing barriers and obstacles to this approach wherever and whenever possible.
- Being focused, both in terms of how resources are deployed and on making a real, tangible difference in the lives of children and young people.
- Driving more efficient operations of children's services to achieve the best possible value for money from the continued investment.
- Ensuring a diverse children's workforce that is representative of the community it serves, and in which everybody is treated fairly and offered equal opportunities.
- Striving to create a fully engaged, motivated and enthusiastic children's workforce, made up of high performing teams.
- Investing in the ongoing development of those working with children and young people to ensure that they have the right levels of qualification and experience, skills and knowledge.
- Inspiring the children's workforce through visionary, expert leadership and creating a succession pipeline of capable managers and leaders for the future.
- Collecting, analysing and acting on data intelligently in order to drive performance and focus resources.

# Who is the guide designed for?

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This guide could be useful to a number of audience groups, such as:

- the person or group of people directly responsible for drafting and implementing the workforce strategy – the developers of the local workforce strategy and actions
- the main sponsor of the local workforce strategy activity
- other active senior stakeholders, senior managers and leaders in the organisations involved who act as internal advocates and sponsors within their relevant organisations
- actively involved human resources and training practitioners, policy and commissioning leads, or people involved in evidence gathering or implementation projects

## **Developers**

The guide has been written primarily for local workforce strategy developers. If you are the developer of your local workforce strategy, you will find in each module an explanation of what it is about and why it is important, followed by a range of practical support materials such as individual or group exercises, case studies and useful links.

## **Sponsors**

If you are a sponsor of the local workforce strategy activity you will find a checklist at the end of each section giving suggestions of how you, in your role, can best support and promote the activity in that module. You will find that the role of sponsor is not a passive one, there are many doors that require opening, obstacles to remove and, importantly, tough questions to be asked along the way.

## **Active stakeholders**

The guide has been written in modules which allows you to dip in to the modules relating to the activity areas you have been asked to contribute to or participate in.

# Module 1: linking workforce strategy to local objectives for children's services

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By the end of this module, you will have:

- established how the local area decides and sets out its objectives for children and young people
- identified who leads the development, promotion and implementation of your local children and young people's plan
- aligned the development cycles and approaches to consultation and approval of the children's plan and local workforce strategy
- identified the workforce implications of the objectives and priorities set out in the children's plan

Building and implementing an effective local workforce strategy is an important activity to enable a local area to achieve its objectives for improving services to children and young people. A children and young people's plan (children's plan, or CYPP) is one way a local area does this.

The illustration on slide 6 visualises the relationship between a workforce strategy and a children's plan as a house – with the vision for children and young people acting as the roof, held up (or delivered) by a children's plan, and the workforce strategy acting as the foundation on which the children's plan sits.

It is the children's workforce, the people, that will essentially implement the improvements to children's services. Workforce strategy is therefore the enabler that, if well aligned, will help to deliver the plan and ultimately the vision. A developer of workforce strategy will identify local children's services plans and examine them in detail, continually asking: "what are the workforce implications of this?", exercise 1.1 sets out how to go about doing this.

## Children's plan developers

The people who are or were involved in developing and promoting a local area's plans for children's services, such as a children's plan, are key stakeholders. They can provide useful information such as:

- what evidence was used to inform the planning
- what input was obtained from children and young people, from the community and from the children's workforce in the area
- how each organisation involved with children and young people in the local area was consulted – including who the key contacts were and how the consultation was organised
- what the agreed review and sign off procedures are (which are probably going to be similar for the workforce strategy)

# Recommended activities

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## Exercise 1.1: identifying the workforce implications of local children's services plans

Identify and read through any joint plans for children's services in the local area, such as a children's plan, highlighting key objectives and priorities and asking: what are the workforce implications of this? A template (Template 1) is provided in Appendix 2 to assist you to do this.

## Exercise 1.2: understand the consultation and sign off procedures of the planning activity

Meet with the developer/s of local area children's services plans to get a good understanding of their approach, how they were organised and how they managed participation, consultation and sign off procedures. If possible, map the existing planning cycle and the proposed cycle of the workforce strategy, including consultation and sign off procedures.

## Checklist for sponsors

Sponsors can support and enable the activities in this module by:

- ☒ facilitating the introduction of the developers of the local area plans for children's services and local workforce strategy
- ☒ challenging the development teams to work together to reduce duplication and overlap
- ☒ ensuring that sufficient consultation and participation has been built into the planning and strategy cycles
- ☒ getting approval and support for the proposed cycles from members of the participating organisations



# Appendix 1: the local workforce strategy diagnostic

The following questions are designed to help give you a perspective on your workforce strategy and the process you have gone through to establish it.

Question	Useful modules	Useful exercises
Have we developed clear links between the workforce strategy and the children's plan?	1	
Have we identified the workforce implications of the children's plan?	1	1.1
Are the workforce strategy and children's plan cycles mapped and aligned?	1	1.2
Have we aligned the workforce strategy locally?	2	
Do we have a good understanding of who makes up our children's workforce, possibly presented in a stakeholder map?	2	2.1
Do we have a clear picture of the local partnership arrangements?	2	2.2
Have we identified the local priorities for the children's workforce by interviewing key stakeholders within each sector?	2	2.3
Have we identified the workforce implications of the local community strategy and local area agreements?	2	2.3
Do we understand the local workforce development priorities highlighted in the workforce strategies, people plans and other documents for each of the sectors in our children's trust?	2	2.3
Have we asked children, young people and their families how they would like the future children's workforce to be shaped?	2, 10	
Have we asked staff at all levels and managers from across the children's workforce to participate in shaping the future of the children's workforce?	2, 10	
Have we aligned our workforce strategy nationally and regionally?	3	

Question	Useful modules	Useful exercises
Do we understand the national context in which our workforce strategy sits?	3	
Have we identified the national priorities for the children's workforce?	3	3.1
Are we effectively project managing the workforce strategy activity and cycle?	4	
Have we decided on an overall model and approach to our strategy activity?	4	4.1
Have we considered the lessons we can learn from the past?	4	4.2
Has the children's partnership scoped the overall ambitions of the workforce strategy activity?	4	4.3
Have we scoped the HR elements to be included in the workforce strategy?	4	4.3
Do we know who to engage in the workforce strategy activities, and when?	4	4.4
Have we created a formal project plan or project charter for the workforce strategy activity?	4	4.1
Have we defined a shared vision of where we want to be?	5	
Have we created a clear and motivating vision statement?	5	5.1
Have we identified the key focus areas of strategic themes of the workforce strategy?	5	5.2
Are a core set of agreed principles in place?	5	5.3
Do we know what we have to do in order to achieve our vision?	6	
Have we conducted a gap analysis to determine where we are now?	6	6.1
Have we made use of evidence such as audit reports, Ofsted and other inspection reports ?	6	

Question	Useful modules	Useful exercises
Have we thought about how to use the children's workforce tool to establish a baseline and support our gap analysis?	6	
Have we developed a range of creative solutions to bridge the gaps?	6	6.2
Could we come up with more effective solutions by embracing creative techniques and engaging in group problem solving?	6	6.2
Are we confident that we have selected and prioritised the strategy actions which will have the greatest impact?	6	
Have we mapped the likely impact of workforce strategy actions?	6	6.3
Are our actions prioritised to ensure there are sufficient resources to deliver the action plan?	6	6.4
Have we assessed the likely impact of the proposed changes?	6	6.5
Do we have a detailed strategy action plan in place – and is it up to date?	6	
Are we confident about the implementation of our workforce strategy?	7	
Are we clear on what structure we need for the strategy document?	7	7.1
Do we know what look and feel we want for our strategy?	7	7.1
Have we taken the needs of our target audience groups into consideration?	7	7.2
Have we thought how best to launch and then promote and communication about the workforce strategy on an ongoing basis?	8	
Have we identified key formal and informal leaders to endorse the workforce strategy and the importance of workforce development?	8	

Question	Useful modules	Useful exercises
Have we established links, and possibly created a working group, of marketing and communications managers from across the children's partnership?	8	8.1
Do we know what the communication and marketing review and sign off procedures are in each of the partner organisations?	8	8.1
Have we planned an exciting launch of the workforce strategy?	8	8.2
Is there a communications plan in place which sets out the key messages and activities to move from awareness building to keep understanding?	8	8.3
Are we effectively implementing the workforce strategy actions?	9	
Have we identified the key internal factors enabling or blocking implementation at a local level?	9	9.1
Is there a programme of change in place?	9	
Are we fostering an innovative, creative and challenging approach to the implementation projects?	9	
Is there support for working in multi-agency or cross-functional teams wherever possible?	9	
Do we know who is responsible and who is accountable for the implementation of every action?	9	9.2
Does everybody implementing strategy actions understand what to report on, when and how?	9, 10	9.2
Are we helping individuals and teams to understand what the workforce strategy means for them personally?	9	9.3
Do we have an effective, agreed, workforce strategy cycle?	10	
Is the workforce strategy cycle linked into existing planning cycles and governance structures?	10	10.1

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Question	Useful modules	Useful exercises
Are the workforce strategy cycle and children's plan cycle well aligned? Are commissioning and performance management cycles also taken into consideration?	10	10.1
Are we monitoring and measuring how effectively we're managing the workforce strategy cycle and activities?	11	11.1
Have we identified and mitigated any risks to the workforce strategy activity, and are we reviewing these appropriately?	11	11.2
Are we confident that we are doing the right things, and doing things right?	12	
Do we regularly review the impact the workforce strategy is having on meeting our children's plan and local area objectives?	12	12.1
Do we regularly review the impact the workforce strategy is having on the lives of children and young people, and do we consult them first hand as part of this process?	12	12.1
Do we regularly review the impact the workforce strategy is having on the working environment and job satisfaction of our staff and managers, and do we consult with them first had as part of the process?	12	12.1

## Appendix 2: templates and guidelines for exercises

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### Template 1 Local workforce priorities

Exercise 1.1: workforce development priorities from the children's plan

Reference	Priority area / issue / initiative	Importance (high, medium, low)	Workforce implications / comments

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## Template 1

### Local workforce priorities

Exercise 2.3a: workforce development priorities from the local community strategy and local area agreement

Reference	Priority area / issue / initiative	Importance (high, medium, low)	Workforce implications / comments

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## Template 1

### Local workforce priorities

Exercise 2.3b: workforce development priorities – interviews with sector leads

Reference	Priority area / issue / initiative	Importance (high, medium, low)	Workforce implications / comments

Sectors to consider are, for example: education, early years, health, justice and crime prevention, social, family and community support, sport and culture and the third sector.



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## Template 1

### Local workforce priorities

Exercise 2.3b: workforce development priorities – sector level plans, strategies and data

Reference	Priority area / issue / initiative	Importance (high, medium, low)	Workforce implications / comments

Sectors to consider are, for example: education, early years, health, justice and crime prevention, social, family and community support, sport and culture and the third sector.

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## Template 1

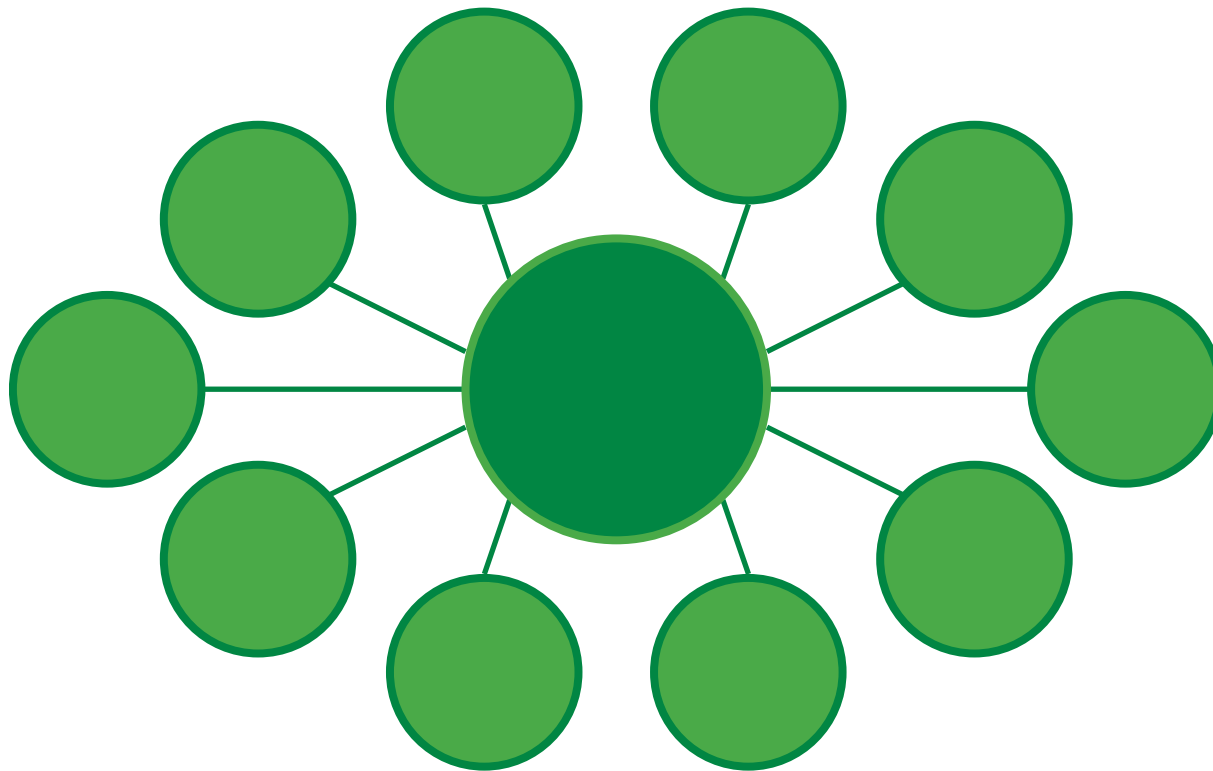
### Local workforce priorities

Exercise 3.1: national and regional workforce development priorities

Reference	Priority area / issue / initiative	Importance (high, medium, low)	Workforce implications / comments

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Template 2  
Stakeholder map



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## Template 3

### Workforce strategy project charter

#### Project summary

<b>Aim</b>	to... by...
<b>Overall approach</b>	<ul style="list-style-type: none"><li>—</li><li>—</li><li>—</li><li>—</li></ul>
<b>Key milestones</b>	<ul style="list-style-type: none"><li>—</li><li>—</li><li>—</li><li>—</li></ul>
<b>Resource</b>	<ul style="list-style-type: none"><li>—</li><li>—</li><li>—</li><li>—</li></ul>

**People directly involved**

Developer		Sponsor	
Overseeing	(eg workforce development group)	Governance	(eg local partnership)
Other project team members	<ul style="list-style-type: none"><li>—</li><li>—</li><li>—</li><li>—</li><li>—</li></ul>	<ul style="list-style-type: none"><li>—</li><li>—</li><li>—</li><li>—</li><li>—</li></ul>	

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### The scope of the workforce strategy

<b>Ambitions for the workforce strategy</b>	<ul style="list-style-type: none"><li>– (ie what is hoped will be achieved through the workforce strategy activity</li><li>–</li><li>–</li><li>–</li><li>–</li></ul>	<b>Elements of the workforce strategy</b>	<ul style="list-style-type: none"><li>– (ie what will be included or excluded from the workforce strategy</li><li>–</li><li>–</li><li>–</li><li>–</li></ul>
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### Key project objectives

<b>Workforce strategy objectives</b>	<ul style="list-style-type: none"><li>– (ie the main achievements and activities planned)</li><li>–</li><li>–</li><li>–</li><li>–</li></ul>
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## Template 4

### Stakeholder engagement plan

Exercise 4.4: identify which stakeholder groups to engage with and when

Stakeholder group	Aligning the strategy	Designing the strategy	Implementing and promoting the strategy	Sustaining the strategy
The workforce strategy developer/s				
The local children's partnership - members and subgroups – most importantly the:				
– workforce development group				
Director of children's services				
Other senior level sponsors within each sector or organisation				
Other actively involved senior level stakeholders such as:				
– strategic partnership board				

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Stakeholder group	Aligning the strategy	Designing the strategy	Implementing and promoting the strategy	Sustaining the strategy
– the local safeguarding children board				
– joint Commissioning Board				
– lead member for children’s services				
– other children’s workforce related councillors and politicians				
Actively involved HR or training managers, policy leads				
Commissioning leads				
Communications and marketing teams				
Staff – frontline and support				
Other leaders and managers				



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Stakeholder group	Aligning the strategy	Designing the strategy	Implementing and promoting the strategy	Sustaining the strategy
Trade unions				
Associations and forums for voluntary and community organisations				
Children, young people, their families and carers				
– consultation and participation groups				

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## Template 5

### Gap analysis

Exercise 6.1: conducting a gap analysis, where are we now?

The rating scale and criteria should be developed by the group conducting this exercise to ensure common understanding of what they are and mean. A suggested approach is to use High, Medium and Low for Importance and for current status a scale such as: Not yet begun, struggling, average or midpoint, making progress and excelling.

Key workforce objective – where we aim to be	Importance (impact on ECM outcomes)	Current status	Comments regarding current position

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## Template 6

### Action impact mapping

Exercise 6.3: mapping the likely impact of workforce strategy actions

**Part a:** The criteria for rating the actions should be discussed and agreed by the exercise participants. A simple rating could be high, medium and low.

Proposed workforce strategy action	Children's plan objective 1	Children's plan objective 2	Children's plan objective 3	Children's plan objective 4, etc

**Part b:**

[illegible]

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## Template 7

### Assessing the impact of change

Exercise 6.5: assessing the impact of change

**Part a:** The criteria for rating the level of impact (such as high, medium or low) should be discussed and agreed by the exercise participants.

Description of change	Who will it impact?	Level of impact	Nature of impact	Pressure points	Actions

## Template 8

### Target audience groups

Exercise 7.2: assessing the needs of the target audience groups

Stakeholder group	How they use the workforce strategy document	Main areas of interest	Level of detail required	Preferred format and media	How we will meet their needs
The local children's partnership - members and subgroups – most importantly the:					
– workforce development group					
Director of children's services					
Other senior level sponsors within each sector or organisation					
Other actively involved senior level stakeholders such as:					

Continued

Stakeholder group	How they use the workforce strategy document	Main areas of interest	Level of detail required	Preferred format and media	How we will meet their needs
– strategic partnership board					
– the local safeguarding children board					
– joint Commissioning Board					
– lead member for children's services					
– other children's workforce related councillors and politicians					

Stakeholder group	How they use the workforce strategy document	Main areas of interest	Level of detail required	Preferred format and media	How we will meet their needs
Actively involved HR or training managers, policy leads					
Commissioning leads					
Communications and marketing teams					
Staff – frontline and support					
Other leaders and managers					
Trade unions					
Associations and forums for voluntary and community organisations					
Children, young people, their families and carers					
– consultation and participation groups					
The community as a whole					
The press					



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## Template 9

### Key internal factors

Exercise 9.1: identifying the key internal factors which could enable or block the implementation of strategy actions.

Key internal factor	Enabler or blocker	Degree of impact	How it could be leveraged / overcome
			—
			—
			—
			—
			—
			—
			—
			—
			—
			—

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## Template 10

### Team level impact assessment

Exercise 9.3: identifying the required tasks and likely impact of workforce strategy actions at team level.

Workforce strategy action	Tasks we are required to do	What changes we are likely to see for our team	Additional tasks and actions we will need to take
	—	—	—
	—	—	—
	—	—	—
	—	—	—
	—	—	—
	—	—	—
	—	—	—
	—	—	—
	—	—	—
	—	—	—

## Template 11




### Project progress report

Exercise 11.1: project and action progress reporting.

		Stages of implementation						Comments
	Action or project	Stage 1 (eg resourcing)	Stage 2 (eg designing)	Stage 3 (eg piloting)	Stage 4 (eg roll out)	Stage 5 (eg embedding)	Stage 6 (eg reviewing)	
Strategic Theme 1	Project 1							
	Project 2							
	Project 3							
	Project 4							
Strategic Theme	Project 1							
	Project 2							
	Project 3							
	Project 4							
Strategic Theme	Project 1							
	Project 2							
	Project 3							
	Project 4							
Strategic Theme	Project 1							
	Project 2							
	Project 3							
	Project 4							

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**Copy and paste, then move into the box concerned:**

-  **Red:** a significant problem requiring the help of a sponsor
-  **Amber:** a delay or hiccup which the project team can resolve themselves
-  **Green:** everything running smoothly
- NYS:** Not yet started, as planned

Note: Stages of implementation could be replaced by Months or Weeks.

## Template 12

### Risk register

Exercise 11.2: identifying and mitigating potential risks to the workforce strategy cycle

**Part a:** risk matrix

	IMPACT (most likely impact, if in doubt grade up, not down)				
Probability (likelihood of occurrence)	Insignificant	Minor	Moderate	Major	Catastrophic
	1	2	3	4	5
almost certain	5				
probable (highly likely)	4				
likely	3				
possible	2				
rare	1				

HIGH – plan immediate action, MEDIUM – review closely, LOW – limited action, long term plans

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**Part b:** risk register

Risk identification	Risk assessment (H,M,L)	Actions on risks	When to monitor next
		—	
		—	
		—	
		—	
		—	
		—	
		—	
		—	
		—	
		—	

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## Template 13

Exercise 10.4: gauging the impact of workforce development.

Action	Desired / planned impacts	Impact achieved so far	Evidenced by	Comments / further actions

The National College is the first professional body uniquely dedicated to developing and supporting aspiring and serving leaders in schools, early years settings and children's services.

The College gives its members the professional development and recognition they need to build their careers and support those they work with. Members are part of a community of thousands of other leaders – exchanging ideas, sharing good practice and working together to make a bigger difference for children and young people.

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